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ABSTRACT

"Ancient Egypt," an upper-division, non-required history course covering Egypt from pre-dynastic time through the Roman domination is described. General descriptive information is presented first, including the method of grading, expectation of student success rate, long-range course objectives, procedures for revising the course, major course goals, a profile of students taking course, an overview of the first class meeting, and the required text and audio-visual materials. Course goals are identified next, including familiarization with the chronological development of the civilization of ancient Egypt, understanding of the nature of the religion of ancient Egypt, recognition of artifacts and buildings, and analysis of key events in ancient Egyptian history. The course's nine units are presented next; i.e.: (1) constraints on studying ancient Egyptian history; (2) pre-dynastic and archaic Egypt; (3) the old kingdom; (4) the middle kingdom; (5) the new kingdom; (6) later dynasties; (7) religion in ancient Egypt; (8) daily life in ancient Egypt; and (9) current archaeological work in Egypt. Descriptions of each unit include the unit goal, required reading, reserve reading, content of each class meeting, activities and objectives. (LAL)

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ANCIENT EGYPT

History 380

Laraine D. Turk, Instructor

California State College, Bakersfield

March 21, 1983

(In partial fulfillment of requirements for
Education 431B,
Winter Quarter 1983)

JC 830 542

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COURSE DESCRIPTION

This history course covers Egypt from pre-dynastic time (c. 4500 B.C.) through the Roman domination (c. 641 A.C.--Arab conquest). In addition to covering chronological events and rulers, aspects of religion, government, and everyday life will be covered.

History 380 is an upper-division non-required course for History majors or any other interested upper-division student. Sophomores may enroll by consent of instructor.

History 380 is a 5-quarter unit class, meeting in Time Block B (Monday, Wednesday, Friday from 9:30 - 10:55 a.m.). The most frequent class activity will be lecture by the instructor; however, each student is required to make one class presentation during the course. Various audio-visual methods will be used, especially slide projection, to emphasize certain course content.

Three tests will be given in History 380; each will cover only a specified number of units. There will not be a comprehensive final.

A final paper is required. See Class Meeting #29 for specifications.

GRADING

By completing the following activities, the student is guaranteed a grade of "C":

1) Complete all three examinations with at least a 70% correct score.
2) Make one class presentation of 10-15 minutes.
3) Submit a final paper which meets minimum specifications.

A grade of "B" may be achieved if the student:

1) Completes all three examinations with an overall percentage of at least 80%.
2) Makes one class presentation of 10-15 minutes.
3) Receives a grade of "B" or "A" on the final paper.

A grade of "A" may be received if the student:

1) Completes all three examinations with an overall percentage of at least 90%.
2) Makes one class presentation of 10-15 minutes.
3) Receives a grade of "A" on the final paper.

The instructor will negotiate with a student who, for whatever reason, does not clearly fall into one of these categories.

EXPECTATION OF STUDENT SUCCESS RATE

The instructor expects at least 75% of the students to complete all requirements for at least a "C" grade in this class.

LONG-RANGE COURSE OBJECTIVES

1. Within two years, 60% of class members will voluntarily observe a television program about Egypt or will seek out the Egyptian exhibit in a museum.

2. Within two years, 30% of the class will make a special trip to visit the Rosicrucian Museum in San Jose.

3. Within one year, 50% of the class will, when chancing into a conversation about ancient cultures or ancient Egypt, relate some specific information which they remember from this course.

4. Each of those class members who are employed in museum work within ten years will seek to begin or improve an Egypt exhibit in their museum.

PROCEDURES FOR REVISING COURSE

1. Instructor will research current literature once each year to check accuracy of information presented in light of new archaeological findings or new interpretations.

2. Instructor will ask students to voluntarily participate in two evaluation procedures:
   a) Complete institution's course evaluation.
   b) Complete the instructor's own open-ended evaluation; comments will be typed by Department secretary before instructor reads them, ensuring anonymity.

3. Instructor will contact by phone or letter a colleague teaching the same or similar course at another institution, conversing informally about how that person presents this course, and with what success.

MAJOR COURSE GOALS

1. Students will be familiar with key events and persons in the chronological development of the civilization of ancient Egypt.

2. Students will understand the nature of ancient Egyptian religion and its pervasive effect on the daily life of the people of the time.

3. Students will recognize artifacts and buildings created in ancient Egypt which are viewable today.

4. Students will be able to analyze key events in ancient Egyptian history, i.e. deducing from sub-events, personalities and outside forces the reasons behind a particular event.

PROFILE OF STUDENTS TAKING THIS COURSE

1. The ability level of juniors and seniors taking this course will be at the upper level of cognitive skills, including analyzing, synthesizing, and evaluating. Some students, especially sophomores who are permitted into the course, will have "analyzing" as their upper level cognitive skill at this time.

2. Occupations or professions which students taking this course might enter include:
   - teaching
   - anthropology
   - archaeology
   - foreign service or other government service
   - journalism
   - law
   - writing/editing
   - museum administration

3. Anticipated student drop-out rate is no more than 20% in a class of approximately 25 members.

Class Meeting #1 OVERVIEW

During the first class meeting, the instructor will:

1. Review the entire course outline.

2. Discuss the grading scheme.

3. Clarify reserve reading situation and accept volunteers for reserve reading assignments in Units One through Three.

4. Discuss class attendance policy, emphasizing that lecture material will go beyond the information in the text, and tests will cover text, lecture and presentation material.

REQUIRED TEXT

Ruffle, John. The Egyptians. Ithaca, New York: Cornell University Press, 1977.

AUDIO-VISUAL MATERIALS

Cardboard "flash cards" created by the instructor to teach hieroglyphics and cartouches of famous pharaohs.

Slides, both professionally packaged and some of the instructor's own from visit to Egypt.

Overhead projections for explanation of pyramid building (see Class Meeting #7).

Film on archaeology provided by guest speaker.

Videotapes of series from public television on Tutankhamen.

UNIT ONE
(Two class meetings)
Constraints on Studying Ancient Egyptian History

Passage of time and individual interpretations are known to be enemies of accurate historical reporting. The extent of these problems is extreme in the case of ancient Egypt, and is complicated even more by the intricate nature of interpreting hieroglyphics.

GOAL: Students will understand that studying ancient Egyptian history requires acceptance of incongruities, multiple interpretations, and unexplained facts; students will become familiar with the nature of hierglyphic writing.

REQUIRED READING: Text, Chapter 1, pp. 7 - 16.

RESERVED READING: Budge, Sir E. A. Wallis. Egyptian Language. New York: Dover Publishers Incorporated, 1978. (originally published in 1910.)

Chubb, Mary. Nefertiti Lived Here. New York: Thomas Y. Crowell Co., 1955.

Thorndike, Joseph J. Jr. Discovery of Lost Worlds. New York: American Heritage Publishing Company, Inc., 1979. (Chapter 5 only, pp. 106-127)

ACTIVITIES:

Class Meeting #2: In-class pretest.
Lecture highlighting cases of multiple interpretations of data on Egypt.

Class Meeting #3: Student report on hieroglyphics.
Lecture on hieroglyphics.
Review of simple words and cartouches with cardboard "flash cards."

OBJECTIVES:

1. Each student will complete in class a "pretest" of knowledge about ancient Egypt. The pretest will have 20 multiple-choice questions similar to the following:

   A "cartouche" is:

   a) a type of oxcart used in ancient Egypt.
   b) the oval shape surrounding the hieroglyphs of a name.
   c) a style of column used in Egyptian temple building.
   d) the name for a specific hieroglyph.

   There is no minimum score requirement in this pretest; it is for the instructor's use in assessing current knowledge of the class regarding the subject.

(UNIT ONE, continued)

2. Two students will choose to meet their "presentation" requirement by giving the class a 10-15 minute introduction to reading hieroglyphics, using a visual medium (overhead projector, blackboard, or slide projector) in addition to the "flash cards" which the instructor will have available.

UNIT TWO
(Two class meetings)
Pre-Dynastic and Archaic Egypt

The earliest development of civilization on the Nile sets the base for the later highly developed culture, especially in terms of government and religion.

GOAL: Students will know how the earliest civilzations along the Nile developed and moved toward unity.

REQUIRED READING: Text, Chapters 2 and 3, pp. 17-30.

RESERVED READING: Aldred, Cyril. Egypt to the End of the Old Kingdom. London: Thames and Hudson, 1965. (Chapters 1-5, pp. 12-64)

ACTIVITIES:

Class Meeting #4: Review of hieroglyphs through "flash cards."
Lecture on pre-dynastic and Dynasties I and II.
Slides of temples and artifacts from this period.

Class Meeting #5: Student report on reserved reading.
Discussion on reasons for unifying Upper and Lower Egypt; are there parallel situations in modern history? If so, are the reasons similar?
Review of slides from previous week.
"Practice" slide test.

OBJECTIVES:

1. One student will choose to meet the "presentation" requirement by presenting a 10-15 minute summation of the five chapters of Aldred's book listed above. The presentation should emphasize information not found in the regular text.

UNIT THREE
(Four class meetings)
The Old Kingdom

The "Age of the Pyramids" interests people greatly, although there is much more conjecture than indisputable fact regarding the building of and purpose for these structures. Knowing more about the government and culture and religion of the Old Kingdom helps us "demystify" the Pyramids.

GOAL: Students will be able to discuss how the religion and culture of the Old Kingdom produced the "Pyramid Age."

REQUIRED READING: Text, Chapter 4, pp. 31-52.

RESERVED READING: Aldred, Cyril, op cit., Chapters 6-8, pp. 65-132.

Edwards, I.E.S. The Pyramids of Egypt. New York: Penquin Books, 1977 (originally published in 1947)

Evans, Humphrey. The Mystery of the Pyramids. New York: Thomas Y. Crowell, Publishers, 1979.

Mendelssohn, Kurt. The Riddle of the Pyramids. New York: Praeger Publishers, 1974.

Pochan, A. The Mysteries of the Great Pyramids. New York: Avon Books, 1971.

Smith, Piazzi, The Great Pyramid: Its Secrets and Mysteries Revealed. New York: Bell Publishing Co., 1978. (originally published in 1880 as Our Inheritance in the Great Pyramid.)

ACTIVITIES:

Class Meeting #6: Lecture on rulers and lifestyle of the Old Kingdom.
Student report on reserve reading of Aldred's book.
Slides of the Old Kingdom.

Class Meeting #7: Lecture on the development of the Pyramid.
Demonstration of building techniques of the Great Pyramid by using overhead projection of illustrations from Pyramid by David Macaulay (Boston: Houghton Mifflin Co., 1975).

Class Meetings #8 & #9: Student presentations from reserve readings.
Discussion of validity of various viewpoints.
Review of Old Kingdom slides, with emphasis on naming specific pyramids.

(UNIT THREE, continued)

OBJECTIVES:

1. Five students will choose to meet the "presentation" requirement by individually presenting a 10-15 minute overview of one of the reserve readings for this unit. Illustrations or other visual aids are recommended but not required. Content of the presentation must reflect the book assigned, as determined by the instructor.

2. Outside of class, each student will briefly interview five adults, asking about their perceptions of the ancient Egyptian pyramids on these topics:
   a. Why do you think they were built?
   b. How do you think they were built?
   c. Any other comments?

   The student will then summarize the results of this informal survey in a one-to-two-page report. The reports will be discussed in the 9th class meeting and subsequently handed in.

Class Meeting # 10 EXAM

EXAM #1 of 3
Exam will cover Units ONE through THREE.
All students will complete exam within one hour. A 70% score will receive credit.*

Part I: Quick Score Questions

e.g.: The pharaoh who constructed the Great Pyramid was:
a) Narmer
b) Imhotep
c) Cheops [(c)]
d) Ramses

Part II: One-Word Answers (Fill in the blank)

e.g.: The tomb of the god Osiris is thought to be at the town of _____ (Abydos).

Part III: Short Essay

e.g.: In 200 words or less, compare the style of homes of peasant and farm workers in the pre-dynastic era with the Old Kingdom-style dwellings of the same type of people.

*The exam may be repeated once for students who do not achieve 70%.

UNIT FOUR
(Two class meetings)
The Middle Kingdom

After a period of disunity, Upper and Lower Egypt again joined together and enjoyed a vital period of health and growth. Then, the second "intermediate period" repeats the trend in Egyptian history of the country being overrun by invaders, this time the Hyksos.

GOAL: Students will be familiar with the rulers and architecture of the Middle Kingdom, and the events toward the end of this period resulting in the "Hyksos Chiefs" ruling the country.

REQUIRED READING: Text, Chapter 5, pp. 53 - 62.

ACTIVITIES:
Class Meeting #10 (following examination): Lecture on Middle Kingdom rulers.

Class Meeting #11: Lecture on Middle Kingdom architecture.
Lecture on reign of the Hyksos Chiefs.
Slides of the Middle Kingdom.

OBJECTIVE:
1. Outside of class, students will prepare a 250-500 word report from a source other than the textbook on the Hyksos kings of the second intermediate period. The source of information will be listed on the paper, to be handed in.

UNIT FIVE
(Four class meetings)

The most noted Pharaohs reigned during the New Kingdom, and many of ancient Egypt's most famous events and persons are a part of this time period. A study of this era especially shows the inextricable dual roles of religion and government, and how the political events greatly affected the lives of the Egyptian people.

GOALS: Students will become familiar with the key Pharaohs of the New Kingdom; Ahmose, Hatshepsut, Emenophis III, Akhenaten.

Students will be able to analyze the interaction of religion and government in the New Kingdom in relation to the daily lives of the Egyptian people.

Students will be able to recognize items found in Tutankhamen's tomb, and describe the purpose of each.

REQUIRED READING: Text, Chapter 6, pp. 63-89.

RESERVED READING: Akhnaton:

Drury, Allen. A God Against the Gods. Garden City, New York: Doubleday and Company, Inc., 1967.

Drury, Allen. Return to Thebes. Garden City, New York: Doubleday and Company, Inc., 1977

Velikovsky, Immanuel. Oedipus and Akhnaton. New York: Doubleday, 1960.

Waltari, Mika. The Egyptian. New York: G.P. Putnam's Sons, 1949.

Tutankhamen

Budge, Sir Ernest A. Wallis. Tutankhamen; Amenism, Atenism and Egyptian Monotheism. New York: Bell Publishign Co., 1979. (originally published in1923)

Carter, Howard and Mace, A.C. The Discovery of the Tomb of Tutankhamen. New York: Dover Publishers, Inc., 1977. (originally published in 1923)

Desroches-Noblecourt, Christiane. Tutankhamen. Boston: New York Graphic Society, 1976 (first published in 1963)

Ramses

MacQuitty, William. Ramesses the Great: Master of the World. New York: Crown Publishers, Inc., 1978.

Velikovsky, Immanuel. Ramses II and His Time. Garden City, New York: Doubleday and Co., Inc., 1978.

(UNIT FIVE, continued)

ACTIVITIES:

Class Meeting #12: Lecture on early New Kingdom & Hatshepsut
Review of hieroglyph "flash cards," emphasizing cartouches of famous New Kingdom Pharaohs.

Class Meeting #13: Lecture on the Amarna period, emphasizing disagreements of various historians about this era and why there is so little specific knowledge.
Slides on the New Kingdom.

Class Meeting #14: Four student reports on Akhnaton from reserved readings.
Discussion of varying viewpoints of authors.

Class Meeting #15: Lecture on historic importance of findings in Tutankhamen's tomb.
Slides of artifacts from Tut's tomb.
Three student reports from reserved readings on Tutankhamen.
Lecture with slides about Ramses II.
Two student reports from reserved readings on Ramses.

OJBECTIVES:

1. Seven students will choose to meet the "presentation" requirement by individually presenting a 10-15 minute summary of one of the reserve readings for this unit. Illustrations or other visual aids are recommended where appropriate, but are not required. Content of the presentation must reflect the book assigned, as determined by the intstructor.

2. Each student will research one article or one chapter of a book other than the text or reserved readings regarding this period and write a 100-500 word summary. Suggestions for sources are:other history texts dealing with ancient history; archaeological journals; textbooks covering ancient religions; popular magazines from the recent "Tutmania" period (late 1970's).

3. With 80% accuracy, the student will complete in class a multiple-choice quiz of twenty questions regarding the names of historic persons of the New Kingdom.

   e.g.: The woman who was Tutankhamen's wife was named:
   a) Ankhesenamen
   b) Nefertiti
   c) Tiy
   d) Ankhesenpaaten

   [(a)]

UNIT SIX
(Three class meetings)
Later Dynasties

The final breakdown of the Egyptian Dynasties came via a series of rulers from other countries: Libyan, Nubian, Persian, and then the Greeks and Romans. The intermingling of cultures is important to be aware of, as well as the possible reasons for the eventual extinction of the truly Egyptian culture.

GOAL: Students will recognize the decline of the Egyptian civilization mainly as the result of a series of dominating invaders and the assimilation of many cultures.

REQUIRED READING: Text, Chapter 7, pp. 91-108.

ACTIVITIES:

Class Meeting #16: Lecture on third intermediate period and Libyan, Nubian and Persian Dynasties.
Slides from this period.

Class Meeting #17: Lecture on the Greek/Ptolemaic period.
Slides representing Greek influences.

Class Meeting #18: Lecture on Roman and Coptic periods.
Two student reports on Coptic Christianity, then and now.
Slides concerning Roman and Coptic influences.
Review of all slides which will be on exam (next class).

OBJECTIVES:

1. Two students will choose to meet the "presentation" requirement by presenting, either individually or together, a 10-15 minute (individual) or 20 minute (if together) mini-lecture on Coptic Christianity as it developed in Egypt and as it functions today. Information sources are available from the instructor, or student may research on his or her own.

Class Meeting #19 EXAM

EXAM #2 of 3
Exam will cover Units FOUR through SIX.
All students will complete the exam within the 1½ hour class period.
Students achieving at least a 70% score on the exam will receive credit.
(The exam may be repeated once for students who do not achieve 70%.)

PART I: Quick Score Questions (10 matching, 15 multiple choice)

PART II: Slide Identification (20)
Twenty slides will be presented; the student will be asked to respond to a question about each. Examples of questions include:
(slide of "2nd" pyramid) - Name the builder of this pyramid.
(slide-cartouche of Tutankhamen) - Name this pharaoh.

PART III: Short Essay (worth 50 points)

Student will choose one of three short essay questions. Instructor will grade by giving 10 points for each of five specific points which the student must make about the topic. For example:

Describe what difficulties might have arisen in the life of an average Egyptian during the tumultuous reign of the Pharaoh Akhnaton. For 10 free points, do this in the first person, writing as if you were that Egyptian peasant, writing in a daily diary. Mention at least five situations related to Akhnaton's reign.

Possible five points include:
1-change from worshipping many gods to one god.
2-renowned beauty of his wife Nefertiti.
3-rumors of unrest in surrounding countries because military rule of Egypt is declining.
4-more work because of the building of Akhnaton's new city, Akhetaten.
5-grotesque physical appearance of Akhnaton.

Part I	= 2 points for each matching item X 10 = 20 2 points for each multiple choice item X 15 = 30 > =	50
Part II	= 5 points for each correctly identified slide X 20 =	100
Part III	= 10 points for each of 5 details mentioned =	50
		200 possible points

70% of 200 = 140 points required to receive credit.

UNIT SEVEN
(Three class meetings)
Religion in Ancient Egypt

Understanding religious life in ancient Egypt is essential to understanding everything else about the culture. Their religion pervaded their government, culture, crafts, and farming routines--in essence, every moment of their lives was governed by religion.

GOALS: Students will know the mythology connected with gods and goddesses of ancient Egypt.

Students will know how religion pervaded everyday life of an ancient Egyptian.

Students will know why the Egyptians used mummification and building of tombs to preserve their bodies after death.

REQUIRED READING: Text, Chapters 13 and 14, pp. 176 - 211.

RESERVED READING: Religion

Budge, Sir Wallis. Egyptian Religion. New York: Bell Publishing Col, 1959 (originally published in 1900)

Budge, E. A. Wallis. The Gods of the Egyptians (Vol.I or II) New York: Dover Publishers, Inc., 1969 (originally published in 1904)

Mummification

Hamilton-Paterson, James and Andrews, Carol. Mummies: Death and Life in Ancient Egypt. New York: Penquin Books, 1978.

Pace, Mildred Mastin. Wrapped for Eternity (The Story of the Egyptian Mummy. New York: Dell PUblishing Company, 1974.

ACTIVITIES:

Class Meeting #20: Student presentations on religion and gods and goddesses (from reserve reading)
Lecture on gods and goddesses.
Slides illustrating various gods and goddesses.

Class Meeting #21: Lecture on worship in daily life of ancient Egyptians, covering Old, Middle and New Kingdoms.

Class Meeting #22: Two student presentations on mummies and mummification from reserve reading.
Lecture on mummies.
Slides on mummies.

OBJECTIVE:

1. Four students will choose to meet the "presentation" requirement by presenting a summary of one of the reserve reading books for this unit to the class. Each person's presentation should be 10-15 minutes long.

UNIT EIGHT
(Four class meetings)
Daily Life in Ancient Egypt

Knowing how ancient Egyptians lived brings greater understanding to the modern observer of the relics they left. By observing tomb paintings and contents, implements and artifacts, jewelry and art works, a more complete picture of the people of ancient Egypt can be deduced.

GOAL: Students will understand how archaeological clues can be "pieced together" to provide a basis for making assumptions about ancient cultures, particularly the Egyptian.

REQUIRED READING: Text, Chapters 9, 10, 11, 12; pp. 109 - 175.

RESERVED READING: Daily Life

White, Jon Manchip. Everyday Life in Ancient Egypt. New York: G.P. Putnam's Sons, 1981 (originally published in 1963in England)

Art

Abbate, Francesco, Editor. Egyptian Art. London: Octopus Books, 1972. (originally published in Italy in 1966)

Aldred, Cyril. Jewels of the Pharaohs--Egyptian Jewelry of the Dynastic Period (Abridged). New York: Ballantine Books, 1971.

Terrace, Edward and Fischer, Henry G. Treasures of Egyptian Art from the Cairo Museum. London: Thames and Hudson, Ltd., 1970.

ACTIVITIES:

Class meeting #23: Guest lecturer on archaeology, including film &/or slides.

Class meeting #24: Lecture on Government in ancient Egypt, during different periods and dynasties. Similarities throughout; major differences.

Class meeting #25: Student report from reserve reading on daily life.
Lecture and slides on implements used and everyday scenes from tomb walls.

Class meeting #26: Student reports from reserve reading; two on art, one on jewelry.
Lots of slides!

OBJECTIVE:

1. Four students will choose to meet the "presentation" requirement by presenting a summary of one of the reserve reading selections for this unit to the class. Presentations should be 10-15 minutes long, and may include visual media aids such as overhead projection or slides if desired.

UNIT NINE
(One class meeting)
Current Archaeological Work in Egypt

Although the unglamorous, routine excavation of various archaeological sites today might pale in comparison with the rich treasures found by Howard Carter in 1922, there is much new knowledge to be gained from current exploration.

GOAL: Students will be aware of what areas (geographical) and eras of ancient Egypt are still being studied through current archaeological excavation.

RESERVED READING: Current (past 5 years or so) archaeological journals and related magazines.

ACTIVITIES:
Class meeting #27: Student reports from journal and magazine articles.
Lecture & slides about current excavations.
(GUEST LECTURER IF POSSIBLE.)

OBJECTIVES:
1. Those students not having previously fulfilled the "presentation" requirement may do so by presenting a 10-15 minute report on at least one journal or magazine article about current archaeological explorations in Egypt or related to Egypt.

2. Each student will prepare, outside of class, a synopsis of approximately 100 words of a journal or magazine article outlining current archaeological exploration related to ancient Egypt.

Class Meeting #28 EXAM

EXAM # 3 of 3

Exam will cover Units SEVEN through NINE

All students will complete the exam within the 1½ hour class period.

Students achieving at least a 70% score on the exam will receive credit.
(Th. exam may be repeated once by students not meeting the standard.)

PART I. Quick Score Questions (10 matching, 10 multiple choice)

PART II. Slide Identification (30)
(as before)

Part I = 2 points for each matching item X 10	=	20
2 points for each multiple choice item X 10	=	20
Part II = 2 points for each correctly answered slide questions	=	60
		100

70% of 100 = 70 points required to receive credit.

Class Meeting #29

No class. Free day to work on paper and review slides for final slide test. Slides are available in campus audio-visual center between 8 a.m. and 7 p.m. for half-hour check-out and use within the center.

Class Meeting #30

Final slide test given. 50 slides from the entire course, representing all units, will be shown. A specific question will be asked about each; answers will be one-word or one-sentence answers. Two points will be awarded for each correct answer; 70% correct (70 points) will be required to receive credit for the final slide test.

Final paper due.

SPECIFICATIONS:
- -Approximately 10 typewritten pages.
- -At least three sources, one of which may be the text or one of the reserved readings.
- -TOPIC of your choice regarding ancient Egypt. Some suggestions (please do not be limited by these) are:

  Parallels of Atenism and Christianity.
  Coordinating Biblical events with Egyptian history (see Freud's Moses and Monotheism).
  Write a short story based in ancient Egypt.
  Critical overview of theories about the Pyramids; then defend your own viewpoint.
  "Tutmania" of the 1920's; include information on the supposed "curse."

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